

# CALLAN INSTITUTE ANNUAL REPORT 2019



**Saint John of God Community Services clg.**

Hospitality | Compassion | Respect | Justice | Excellence



**Callan Institute, as part of Saint John of God Community Services (SJOGCS) clg., provides consultation, training and support in Multi-Element Behaviour Support (MEBS) and in Raising Understanding and Awareness (RUA) about Oneself, Friendships, Relationships and Sexuality. In Ireland, SJOGCS clg. provides supports and services to approximately 3,000 adults and children with intellectual disability in Community Healthcare Organisations (CHO) Areas 4, 6, 7 and 8, and provides services and supports to 5,613 children, adolescents and adults experiencing mental health illnesses in CHO Areas 6 & 7.**

### **Message from the Director**

As I write this year's message, I am reminded of the words of Brother Benignus Callan who advised 'Do everything well' and each year we strive to do this.

In 2019, the Callan Institute Team supported 96 individuals together with their families and/or the staff who support them, to have their behavioural support needs heard and met. As we know, behavioural support is underpinned by a number of principles, one of which we believe is primary, 'what we do or how we behave tells a story about us, a story that once understood, illuminates the way forward'. The understanding and legitimatising of an individual's behavioural support needs occurs within a Human Right Based Approach (HRBA). This means that the adage 'nothing for me without me' is always realised.

We were delighted to contribute to two key Policies, which should always be in place prior to any behavioural support being formally provided, namely, the Personal Plan Policy and the Equality and Human Rights Policy. The Personal Plan Policy includes the Person Centred Plan and the Personalised Care and Support Plan. This Policy is committed to ensuring that each individual is supported to live a life of their choosing and outlines how our Service should facilitate this. The Equality and Human Rights Policy reviewed SJOGCS previous Policy on Human Rights and advocates for the promotion and protection of Human Rights for individuals with intellectual disability.

We continued to provide mentoring and educational workshops on a range of topics including the Multi-Element Behaviour Support (MEBS) Model and in Raising Understanding and Awareness (RUA) about Oneself, Friendships, Relationships and Sexuality. All these inputs have a Continuing Professional Development (CPD) competency framework in place and our Practice Certificate in MEBS was externally examined by an academic with experience in behavioural support.

We were delighted to work collaboratively with our colleagues in the Programme, Quality and Safety Department to deliver a workshop on the Prevention, Minimisation and Safe Use of Restrictive Practices to 270 staff members. These workshops were part of SJOGCS implementation plan for our Restraint Reduction Policy. The feedback from these workshops was shared with Regional Directors and will inform their local strategic plan for restraint reduction.

On behalf of myself, and the team in Callan Institute we would like to say a sincere 'thank you' to you, our colleagues for your continued support and commitment to these areas of work which significantly enhance the lives of individuals supported.



**Teresa Mallon, Director**

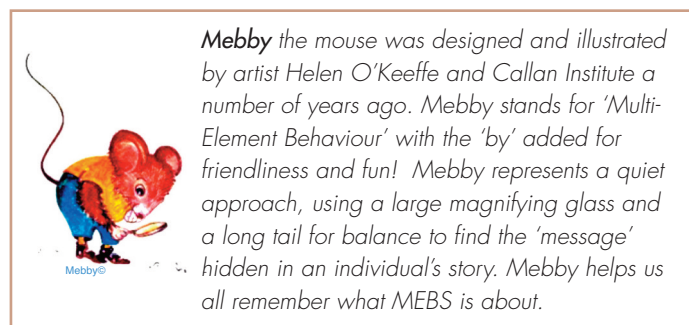


## OUR MISSION:

To support a Human Rights Based Approach (HRBA) to service delivery through the use of Positive Behaviour Support and positive approaches in the area of relationships and sexuality for children and adults with intellectual disability.

### Multi-Element Behaviour Support (MEBS):

Callan Institute uses the MEBS model of behavioural support. This model is unique in its comprehensiveness; its commitment to using functionally informed interventions, including the reactive strategies, and the non-use of aversive strategies.



### Raising Understanding and Awareness (RUA) about Oneself, Friendships, Relationships and Sexuality:

RUA advocates that individuals with extra support needs have the same human rights in friendships, relationships, sexual health and personal safety as everyone else. RUA assists professionals and families to be comfortable and skilled in providing Relationship and Sexuality Education (RSE) and support using the PLISSIT and High 5 Alive© models and RUA's 9 guiding principles -



AWARENESS.

## OUR WORK:

### Supporting Individuals

This year we provided case work in the form of direct consultation to 49 individuals (16 adults and 33 children). This work involved detailed assessments and the development, implementation and review of MEBS plans. In addition, individuals' circles of support were supported to implement the plans on an ongoing basis. 'Talk Space' supported 3 individuals to attend therapy, a total of 70 sessions.

Callan Institute also uses a model called Practice Support. This is an effective and efficient model for providing staff mentoring, education, support and clinical input. In 2019, clinician(s) from



'Best workshop I have attended in a very long time. Should be mandatory' (RUA)

'It was good to be reminded to respond to the message and not think punitively' (MEBS)

What staff said:

Callan Institute, and at times with clinicians from other SJOGCS, provided over 50 half hour case work specific Practice Support sessions, supporting a total of 44 individuals and mentoring approximately 60 staff members.

### Supporting Children and Families in Early Services and Schools

School Wide Positive Behaviour Support (SWPBS) using the MEBS Model advocates a culture committed to providing behavioural support based on an understanding that socially relevant behaviours can be taught and behavioural support provided once the message hidden in behaviour is understood.

In 2019, we provided inputs on: Autism friendly classrooms; an Introduction to SWPBS to parents of children starting school; 'MEBS in Schools' to Principals, teachers and Special Needs Assistants (SNAs) and a 1-day workshop on Active Support, Active Listening, Reflective Practice and Problem solving to SNAs in one school. In addition to this, we also provided over 100 learning visits in classrooms with reflective notes shared with the class teacher and SNAs; we provided a workshop on Intensive Interaction to the staff team in one Early Service and also worked closely with a number of children and their families both in schools and in respite services. The School Inclusion Model using the Group Consultation Model was linked to the SWPBS approach in one school.

'All the examples were amazing- but the toolkit and the wellbeing policy will be brought in to practice'

'Looking at behaviour in a different way and using a new approach'

What staff said:

Our SWPBS Forum occurred twice in 2019 and supported 29 professionals (Principals, teachers and SNAs) to come together to learn about MEBS, using the Positive Behaviour Support (PBS) toolkits for classrooms and the role of reward contracts and RSE in the context of well-being.

In addition to providing support to children through SWPBS, we also provided clinical input to 4 children and 8 staff in one SJOGCS respite service. This was provided through the Practice Support Model.

These initiatives have enabled support for 138 children and over 95 teaching, SNA, respite and early services staff and many families.



## Supporting Staff

This year, we developed and shared a Continuing Professional Development (CPD) summary for all our workshops, courses and mentoring facilitated. We delivered our Practice Certificates in MEBS and RUA; provided inputs on SJOGCS Policies in MEBS and Sexuality and Intimate Relationships; Human Rights; Dementia and MEBS and RUA 1-day introductory workshops. Our E-Learning PBS Module (on MEBS) supported 202 students. We also collaborated with our colleagues in the Programme, Quality and Safety Department and together we delivered a workshop on the Prevention, Minimisation and Safe Use of Restrictive Practices to 270 staff members. We would like to congratulate the 852 students who completed workshops, courses and mentoring with us in 2019.

## Supporting Practices in Our Services

### Conversation Series:

RUA, together with a SJOGCS Day Service, hosted two evenings for adults with an intellectual disability, family members and staff to come together and talk about topics of interest and relevance relating to relationships and sexuality. This conversation series brought 60 people together to talk.

### Human Rights Committees:

In 2019, Callan Institute chaired two Human Rights Committees, one internal to SJOGCS and one external. These committees, which met monthly, supported individuals to exercise their rights, and also provided Human Rights workshops.

### Support and Supervision:

Callan Institute clinicians provided monthly supervision to 3 MEBS practitioners all working in SJOGCS. We also presented the MEBS model to a Child & Adolescent Mental Health Service (CAMHS) and hosted two site visits with colleagues from Saint John of God Services (SJOG) in the UK and Malawi.

### Committee Participation:

This year, Callan Institute represented disability services on the Saint John of God Research Advisory Committee (RAC); the SJOGCS Kerry Services PBS Committee and participated in policy review groups for the Supports Policy, Personal Plan, Intimate Care, Safeguarding and the Equality and Human Rights Policy. Callan Institute was also part of a research delegation (representatives of the RAC) who visited a SJOG site in the UK in an effort to identify research themes that could result in joint research project work. Callan Institute were also part of the selection of a Behaviour Support Practitioner in a Service, through participation on an interview board.

### What staff said:

'Forums are so beneficial, help to re-energise and continue learning'

'Always a fantastic opportunity to share and to affirm our commitment to being a RUA Educator'

Hospitality | Compassion | Respect | Justice | Excellence

## Sharing and Learning Forums:

Our Sharing and Learning Fora in MEBS, the Behaviour Specialist Forum, RUA Facilitator's Forum and De-escalation and Resolution (which brings together practitioners skilled in MEBS and the Management of Actual and Potential Aggression (MAPA)) programme all continue to occur. Our RUA Fora had two guest speakers covering the following topics: How 'fantasy' can be thought about and understood in a healthy /creative way and used positively in the context of identity, friendships, relationships and sexuality so that adults with extra support needs can use 'imagine' for creative work and well-being; and the second Forum covered 'Sexual Health and the National Screening Programme(s) for adults with Intellectual Disability.' These Fora supported a total of 78 staff.

## Supporting Links and Projects within the Wider Community

Callan Institute is committed to working with other agencies. In 2019, we worked together with the following:

### Working with National Agencies:

This year, we joined a working group chaired by the Health Service Executive (HSE) National Disabilities Quality Improvement Office and contributed to two guidance documents; namely Behavioural Support and Restrictive Practices. We also participated in the Health Information and Quality Authority's (HIQA) invitation to contribute to their draft Human Rights Guidance document and participated in two focus groups in the context of Human Rights and Intellectual Disability. Lastly we consulted with a Department of Education and Skills working group on behavioural support in schools and a commitment to the non-use of restraint.

### Disability Psychotherapy Ireland (DPI):

DPI aims to build the capacity of psychotherapists to offer services to children and adults with an intellectual disability. In 2019, we co-hosted a conference 'Through the Looking Glass' with invited guest speaker, Noelle Blackman.

### Dun Laoghaire Rathdown County Council Libraries (DLRCOCO):

Deansgrange Library hosted our Annual 'Emerging Voices' Art Competition. The theme of 'Emerging Voices' recognises our commitment to support individuals with disability to be heard. This year, 60 artists interpreted 'Nature'. The Junior winner was Niamh Kiernan and the Senior winner was Brian McHugh. Congratulations to the overall winner Ann Matthews whose work features on the cover of this report. The Library also sponsored 3 additional awards and the judges highly commended the following artists; B.J. Breen, John Heavey and Daniel Lawlor. Once again, we would like to thank our judges: Mr. Danny Kelly, Artist and Ms. Willow Murphy, Emerging Voices Winner 2018.

## Sharing our Work:

### Supporting Practice Development in other Services:

This year we had approximately 84 enquiries and requests from other Services in Ireland and across the world, for example United Kingdom, Finland, Sweden, Malawi, USA and Australia. These enquiries resulted in us sharing information, providing advice, consultation and resources for practitioners and some of these requests resulted in collaborative projects.

### Conferences and Education:

In 2019, we presented three papers at the Institute of Applied Behaviour Analysis International Conference in Los Angeles, USA, and one paper at the Disability Psychotherapy Ireland conference which we co-hosted. We also had the opportunity to guest lecture in a number of third level institutions, participate in a variety of workshops, webinars and trainings and also to liaise with Service providers internationally.

### Social Media:

496  FACEBOOK: 135  TWITTER  
 VIDEOS 12,000 VIEWS

We currently have an online Callan Institute Community of 496 on Facebook and a Twitter following of 135. Our existing YouTube videos have attracted over 12,000 views this year.

### Student Placement and Volunteers:

We had 1 student on placement, a Masters Student studying Applied Behaviour Analysis.

### Number of People we engaged directly with in 2019

Area	Number
Supporting Individuals	96
Supporting Schools, Respite and Early Services	233
Supporting Staff	912
Supporting Practices in Our Services	201
Supporting projects within the Community	120
Sharing our Work	176
<b>Total</b>	<b>1,738</b>

### Administrative Support:

Carol May and Adrienne Pullen had another busy year supporting clinicians within Callan Institute on a daily basis. The annual art competition saw a record 106 entries surpassing all previous year's numbers. The administrative team were responsible for logging and recording all entries, preparing the art for mounting on display boards, inviting all artists and their key workers to the exhibition and organising the collection and delivery of art to artists at the close of the exhibition. A truly wonderful project to be involved in.

2019 saw an increase of 280% in students registering for the E-Learning course PBS Module (on MEBS). Group registration for two Services occurred. This facilitated these Services to use the E-Learning course strategically and in one case the Service linked it to a blended learning format.

RUA resources continue to be sourced and made available to staff and families. In 2019, administration supported the collation of LGBTQI+ resources, reflecting the developing need among individuals and their families for increased information and support in this area.

In the last quarter of the year, training was dominated by the rollout of the workshop on the Prevention, Minimisation and Safe Use of Restrictive Practices across all Services in the organisation, in partnership with the Programme, Quality and Safety Department. Overall 21 workshops were delivered over an 8 week period with Callan Institute providing administrative support in conjunction with our local services Human Resources departments. This work included the recording of attendance and delivery of training packs to 270 staff.

**Team:** Teresa Mallon, Director; Caroline Dench, Coordinator; Christina Doody, Behaviour Specialist; Gillian Martin, Behaviour Specialist; Helen Crowley, RUA Coordinator; Carol May, Administrative Assistant and Adrienne Pullen, Administrative Assistant.

### Goals 2020:

1. Develop and deliver a STEP 2 MEBS course in line with our SJOGCS Policy on Positive Behaviour Support;
2. Pilot a MEBS and RUA Tele-Consultation and Tele-Education service to staff in SJOGCS;
3. Host a 'MEBS Support and Supervision Group' for MEBS practitioners;
4. Write one Conceptual Paper;
5. Increase the use of technology for the provision of education, support and consultation services;
6. Conduct a joint project with the Programme, Quality and Safety Department in SJOGCS;
7. Review SJOGCS Sexuality and Intimate Relationships Policy;
8. Develop an E-Learning course in Skills teaching using Systematic Instruction;



**Callan Institute** is named in memory of Brother Benignus Callan (1903-1990). Brother Benignus entered the *Hospitaller* Order of Saint John of God in November 1922. He was elected Provincial in 1946 and as Provincial, he encouraged the Irish Brothers to undertake pioneering work in the United States and Australia. As General Councillor from 1953 to 1965, he assisted the government of the Order world-wide. A deeply religious man with a sense of humour, tremendous patience and kindness, he had a quiet tenacity and perseverance when it came to getting things done.  
Callan Institute was founded in 1994 in memory of his spirit.

*The Saint John of God Values that guide our work are:*



Hospitality



Compassion



Respect



Justice



Excellence

**Cover Illustration by Ann Matthews**

## **CALLAN INSTITUTE**

Saint John of God Community Services clg, Crinken House,  
Crinken Lane, Shankill, Dublin D18 K2Y3.

Tel: +353 (1) 281 4139 or +353 (1) 533 3322;

Web: [www.callaninstitute.org](http://www.callaninstitute.org) Email: [callan@sjog.ie](mailto:callan@sjog.ie)